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ABSTRACT

GRADES OR AGES: Grades 8-12. SUBJECT MATTER: Social studies; civilizations. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into 12 chapters, most of which are in list form. It is mimeographed and staple-bound with a paper cover. OBJECTIVES AND ACTIVITIES: No specific activities are mentioned. The guide is intended as an overview of the curriculum in grades 8 to 12 and, as such, contains lists of objectives, topics to be covered, and understandings and skills students should have learned by the end of the sequence. These lists are divided according to grade level. INSTRUCTIONAL MATERIALS: The last two chapters list materials for students, divided according to grade level, and reference materials for teachers. STUDENT ASSESSMENT: No mention. OPTIONS: The guide is prescriptive as to course content and timing. Optional activities are listed in the individual unit guides for each grade level. (RT)

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PROVIDENCE SOCIAL STUDIES CURRICULUM PROJECT

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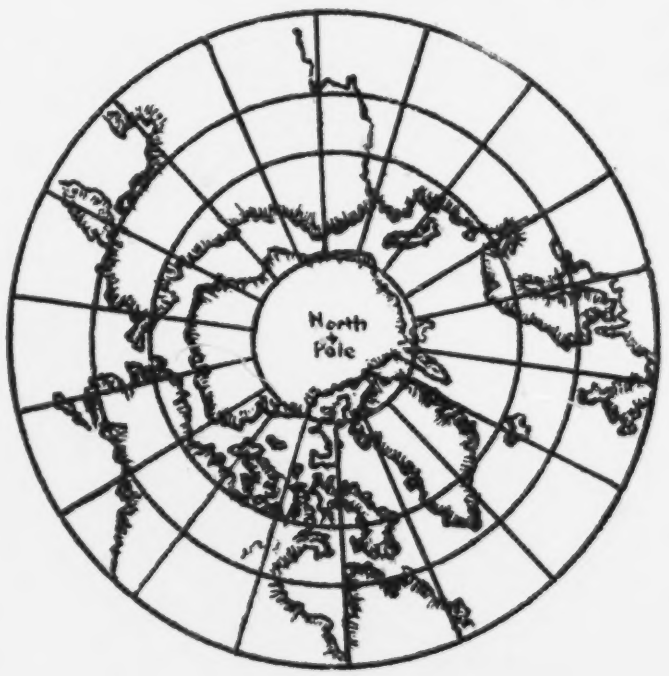
8 - 12 CIVILIZATIONS

CURRICULUM GUIDE GRADES 8 - 12



RHODE ISLAND COLLEGE
PROVIDENCE PUBLIC SCHOOLS

SP007076

A Study of A Geo-Historical Structure

For A Social Studies Curriculum

Cooperative Research Project No. 6-1195

United States Office of Education
Rhode Island College
Providence Public Schools

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1969

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BRIEF EXPLANATION OF THE PROJECT AND STUDY

The Providence Social Studies Curriculum Project is being carried on by Rhode Island College and the Providence Public Schools. This study originated from a request made in 1962 by the Providence Social Studies Curriculum Committee chaired by Mr. Donald Driscoll. A grant from the United States Office of Education provides the necessary financial backing.

The project is an investigation into the theory of social studies curriculum structure. It rests upon these assumptions:

1. That social studies curriculum must have a valid theoretical basis from kindergarten through grade 12;

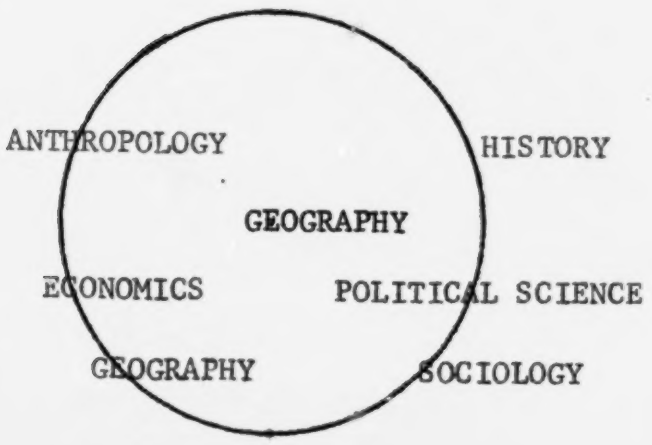
2. That it must be designed to fulfill aims which are appropriate for the present age and the foreseeable future;

3. That it must provide a mode to accommodate concepts, content, vocabulary, and certain aspects of method out of the six major disciplines of the Social Sciences;

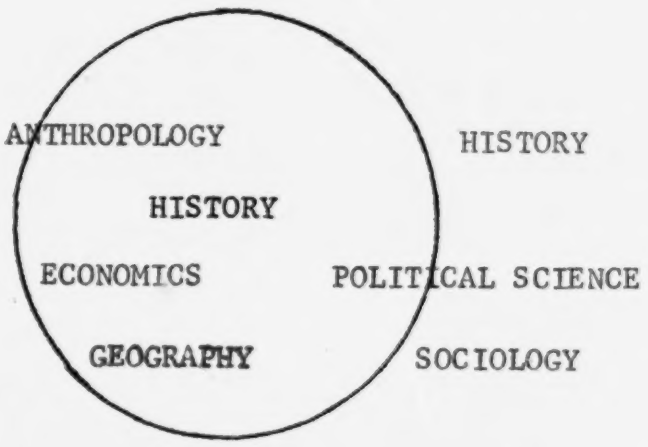
4. That geography in its broadest sense and history in its broadest sense can be used logically and effectively as integrating disciplines.

This sketch is an attempt to interpret the function of geography and history as integrating disciplines:

K-7



8-12



It should be noted that the phrase "integrating discipline" has a specific meaning for this study. Any studies about man and his activities on land in the dimension of time must draw upon concepts, content, and methods from <u>all</u> of the social sciences. The theory underlying this project is that geography and history may be effectively used as integrating disciplines.

Brief Explanation of the Project and Study (cont'd)

An integrating discipline is one, then, which draws upon concepts, content, method, and vocabulary from other and, usually, closely allied fields. For social studies instruction, geography with its focus upon areal differentiation can serve as an integrating discipline; any understanding of man's activities upon land requires systematic relationship to the other social sciences. In the same manner, history with its focus upon man's activities in the dimension of time requires drawing concepts, content, method, and vocabulary from each of the six social sciences.

This study, then, is an investigation into ways in which this notion of an integrating discipline may be used as a basis for the development of social studies curriculum. There are three important concepts which are used: neighborhood, region, and civilization. These concepts seem to have maximum possibility for effectively integrating materials from the six social science disciplines. Further, this study has an "action" dimension since it is expected that the study will result in a new social studies curriculum in effect in all schools in Providence at all levels by the school year 1969-70.

In order to bring about curricular change, at least five different groups of persons must be actively involved in the process. First, there are the academic specialists in the six social science disciplines who provide specific information about the most recent developments in their given disciplines. Second, there are the specialists in human growth and development and learning theory who are familiar with current theories of learning. Third, there are those persons who are theorists of social studies curriculum who wish to take the best thinking of academic specialists and of learning theorists and make application to curriculum development. Fourth, there are the administrators of public school systems, superintendents, assistant superintendents, principals, supervisors, curriculum coordinators, department heads, and so on, whose task it is to operate the school system and to determine the costs of curriculum change; they have to relate plans for change in social studies curriculum to the total task of curriculum development and improvement. Fifth, there are classroom teachers who are knowledgeable about the particular characteristics of the youngsters with whom they deal. The Providence Social Studies Curriculum Project is designed to relate these five groups of persons who are specialists for the first three groups while the Providence Public Schools provide the personnel for the last two groups.

One important dimension of this study is the high degree of participation desired and expected from classroom teachers. Clearly, the finest curriculum design will result in curriculum change only to the degree to which classroom teachers understand it, accept its validity, and use it in daily teaching. This study is open-ended and the project staff desires maximum "feedback" from classroom teachers. Social studies curriculum must be designed to provide the framework for continuous change as new materials and new insights become available.

Ridgway F. Shinn, Jr.
Project Director

SCOPE AND SEQUENCE

Grade	Subject			
K	The Family - Functions and Patterns	NEIGHBORHOODS		INTEGRATING DISCIPLINE GEOGRAPHY
1	Man's Basic Needs			
2	Analysis of Neighborhood Patterns			
3	Analysis of Community			
4	A Type Study of Regions: Physical Cultural - Metropolitan Extractive	REGIONS		
5	An Analysis of One Culture Region The United States and Canada: A Cultural Complex			
6	A Comparison of Two Culture Regions: Africa and Latin America			
7	Studies of Three Culture Regions: Southeast Asia, Western Europe and the Soviet			
8	A Study of Contemporary Civilizations East Asian Muslim (Optional Study - Classical Greece - for technique of analysis with a "closed" civilization)	CIVILIZATIONS		INTEGRATING DISCIPLINE HISTORY
9	A Study of Contemporary Civilizations Indian Western			
10	American Studies - Social			
11	American Studies - Economic and Political			
12	Issues in Contemporary Societies			

DEFINITION OF TERMS USED

SOME TERMS IN PSSCP THEORY STATEMENTS

Social Sciences: Those bodies of knowledge, organized into disciplines with method and vocabulary, taught and studied primarily at the collegiate level; that is, anthropology, economics, geography, history, political science, sociology, and sometimes, social psychology.

Social Studies: Refers to the content selected from the social sciences to be taught at the elementary and secondary levels of schools.

Concept Statements: Refers to the keyed statements about each of the social sciences; each statement presents a fundamental idea in the structure of the specific discipline.

Generalization: A statement summarizing information and ideas developed in a segment of study; such a summary statement requires continued testing and modification on the basis of new or additional information.

Content: Refers to information within a given discipline.

Method: (1) Refers to the mode by which specialists in a given discipline work to obtain and validate evidence (Roy Price calls this "workways").

(2) Refers to classroom process or teaching strategies.

Integrating Discipline: Draws upon concepts, content, method, and vocabulary from other and, usually, closely allied fields; a "vehicle of expression."

SOME TERMS USED IN PSSCP RESOURCE UNITS

Civilization: Refers to an identifiable segment of human activity in the dimension of length of time; each such segment, characterized at its core by a distinctive set of religious beliefs, has a particular arrangement of features which give it cohesion and a characteristic dimension (see Arnold Toynbee, A Study of History, Vol. I, Chapters 1 and 2).

***Community:** Refers to the intentional association of persons to achieve common goals or common purposes.

Country (or State): Is an organized political entity functioning on the international scene and characterized by politically determined boundaries, independence, a relative degree of stability, and some acknowledged, authoritative governmental scheme.

***Culture Region:** (1) An areal pattern where certain cultural features result in a recognizable degree of cohesion; such features include: attitudes, objectives, technical skills, language and symbols, system of values, mode of living.

(2) System of classification of areas of human activity and occupance based upon cultural dominance.

Ethnic: Refers to the cultural grouping of persons, primarily with reference to language.

Family: Is a primary social group organized and united by personal, intimate, and domestic ties.

Nation: Refers to the cultural awareness of a group of persons possessing common language, common traditions and customs, common historic experiences; often this is expressed in programs seeking to have the national group acquire political status as a country or state with political boundaries coterminus with the location of the national group.

***Neighborhood:** Refers to a "place" sector of any populated area; people are within a neighborhood by the accident of residence or place of work.

***Race:** Refers to a division of mankind that possesses genetically transmissible traits such as color of skin or shape of skull.

Region: Refers to an areal pattern which, for a given criterion or set of criteria, has sufficient commonality to provide a basis for analysis.

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* Comment upon the use of these terms is found in the following sections.

NEIGHBORHOOD AND COMMUNITY

We are defining a neighborhood as having people, land, and buildings and purposes. It is a location, a place, a specific area. A child's home neighborhood is usually the streets and buildings within walking distance of his home. We are not only defining a neighborhood as a location but as a place with a purpose; namely, residential, commercial, or industrial, or a combination of two or more of these purposes. We can think of a neighborhood as: <u>place</u>, <u>people</u>, and <u>purposes</u>, with the emphasis on <u>place</u>.

We are defining a community as any group of people who have common interests or common purpose. Whereas the <u>place</u> is the essential characteristic of a neighborhood, <u>common purpose</u> is the essential characteristic of a community.

In addition to purpose, there must be some form of government, management, authority - <u>organization</u>. To accomplish the purpose there must be a cooperative effort - the <u>participation</u> by members of the group. A community has: <u>common purpose</u>, <u>organization</u>, <u>participation</u> with the emphasis on <u>common purpose</u>.

The sociologist will refer to the family as an institution or primary group. We can also call the family a community.

In general, textbooks will refer to a community as a place - usually something larger than a neighborhood. There are references to urban, suburban, and rural communities. They are stressing the definition of community as a group of people who live in the same region under the same laws. Children will have to be guided to read critically. Not everything we read is always completely true. When a book says "a community has people, land, buildings," children should qualify the statement by saying, "some communities have people, land, buildings." A neighborhood community or a city community does, but a family community does not. The common purpose has been omitted from the definition.

It will be our obligation to help the children to see the lack of real "community" which exists in our world today. This is especially true in our cities where people do not live, work, worship, and socialize in any given area but where they move frequently from one neighborhood to another. It is only when problems and emergencies arise that people in a neighborhood or many neighborhoods have a common purpose and combine their interests and efforts and participate in a community situation. The great need for "community" should be stressed. We will also use the term "community" to designate the groups to which we choose to belong such as social, civic, religious, educational and economic activities.

The communities of long ago were true communities because the people lived and worked together to achieve a common goal. There were <u>people</u>, in a specific <u>place</u>, <u>participating</u> in a situation with a <u>common purpose</u>. There was <u>organization</u> because no purpose can be accomplished without it. Neighborhood and community were one. There was "true community."

CULTURE REGION

THE WORLD'S MAJOR CULTURE REGION

The world seems to have been thrown into chaos as a result of the impact of these two great contemporary revolutions in human living, (Industrial Revolution and Democratic Revolution). But on closer examination it is possible to discern a pattern, and this pattern can be used to provide a framework for the portrayal of the modern world. We need to find uniformities of areal association, within which useful generalizations can be made regarding the problems of economic development, the problems of national independence, the problems of population and resources, and the problems of conflict among states and groups of states. We need to experiment with different kinds of regional systems as, indeed, geographers have been doing.

We suggest here the definition of culture regions in terms of the impact of the two great revolutions on pre-existing cultures in particular habitats. Because of the importance of the state in the contemporary world we propose to define these regions in terms of politically organized areas. Each region must show some degree of homogeneity with respect to the processes of economic development, and with respect to the redefinition of the status of the individual. Technological change is, of course, desired everywhere, but the methods of achieving it are quite varied; democratic ideals are understood and accepted in some regions, but in parts of the world where ideas of individual equality are totally foreign, the Democratic Revolution takes other forms. The characteristics that distinguish any one culture region will be most clearly revealed in the core of each region, and there must necessarily be wide zones of transition in which the characteristics of neighboring regions are mingled. The regions that are suggested as a framework for the presentation of a coherent picture of the contemporary world are as follows:

European
: Western, Southern, and Northern Europe

Soviet
: The Soviet Union and Eastern Europe

Anglo-America
: Canada and the United States

Latin American
: Mexcio, Central America, South America, the Antilles, and the Bahamas

North African - Southwest Asian
: The Moslem countries from Morocco to Afghanistan and Israel

THE WORLD'S MAJOR CULTURE REGION (cont'd)

Southeast Asian
The "shatter Belt" between India and China

South Asian
India, Pakistan, Ceylon, and border countries

East Asian
China, Japan, and bordering countries

African
The countries south of the Sahara

Australian-New Zealand
The countries of British origin in Australia

Pacific
The islands of Melanesia, Micronesia, and Polynesia[1]

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[1] James, Preston, "Geography," in The Social Studies and The Social Sciences, New York: Harcourt Brace and World, Inc., 1962, pp. 80-81.

RACE

"Man is a curious animal, interested in many things . . . One of the things that interests him most is mankind itself . . . One of the features that impresses the common man and the scientist alike are the differences in customs, languages, skin color, and physique between human beings from different parts of the earth" (W. C. Boyd, "Genetics and the Races of Man," 1957:1). Thus it seems that man has an insatiable desire to classify - to pigeonhole people in neatly labeled, easily understood categories. One such category used to classify mankind is "race."

Most early classifications of race were unscientific. Even today the common man's use of the word is still extremely unscientific. He still tends to confuse cultural differences which are simply learned differences with physical differences which are genetically inherited. In this way, mankind has been classified into races on the basis of language; e.g., the Latin races, the Greek race, the Slavic race; on the basis of geo-political groups; e.g., the British race; on the basis of skin color; e.g., the "white," "yellow," "red," "brown"and "black" races; on the basis of religion; e.g., the Jewish race, the Hindu race, or on the basis of "blood"; e.g., "pure-blooded," "half-blood," and so forth.

When it is realized that no one trait was sufficient to characterize a race and also that cultural differences could not be used as criteria for race, combinations of physical traits were used: e.g., skin color, hair color, stature, head size, nasal width, and so forth. These constellations of physical traits were used as diagnostic criteria for defining "ideal types" of races which, it was firmly believed, were fixed and immutable hereditary groupings reaching far back into dimmest antiquity. Similarly, the criteria used were themselves considered to be constants and not subject to change. Thus it was thought, and is still thought by many, that there are three major divisions of mankind: Mongoloids, Negroids, and Caucasoids - each major division being set apart from the others by a constellation of mutually exclusive physical traits. Each of these major groups, often called "races," "stocks," "divisions," or "subspecies," containing populations each of which differs somewhat from the others, could be further subdivided into smaller localized populations called "races" (e.g., Forest Negores, Alpine Caucasoids, Nordic Caucasoids, Polynesians, etc.). The word "race" thus has been applied to both the major divisions of mankind and to the smaller local populations of which these major divisions are composed - a usage which only adds to the confusion about race. Since race was considered to be immutable and not subject to change, differences between populations could only be accounted for in terms of "racial mixture" - that is, the local races were the result of interbreeding between members of different "races."

RACE (cont'd)

Popular notions of race have been confused with the scientific use of the word "race" in the sense of "ideal types"; a confusion which laid the groundwork for quasi-scientific notions of "racial purity" and the evils of "race mixture." In effect, it was suggested each major division had once been "pure"; i.e., unmixed with any other. Therefore, keeping one's "race" pure became an important ingredient in the folklore of race. To these notions concerning race were added another set of criteria - intellectual and moral abilities. It was falsely supposed that not only could the races of mankind be defined in terms of stable hereditary physical characteristics, but could also be defined in terms of the degree to which certain psychological traits are present. Thus some races (e.g., the Caucasian in general or Nordics in particular) are erroneously considered to be higher than other races (e.g., the Negroid in general or the American Negro in particular) in their intellectual and moral capabilities and hence in their intellectual and moral attainments.

With such usage - "race" as an "ideal type" defined by a hodge-podge of physical, cultural, and psychological traits - it should not be surprising that "race" has been used and is used today, by demagogues and would-be world rulers, in many vicious ways to denigrate particular groups of people and to deny them their rights to full participation in their societies.

It seems likely that, rightly or wrongly, attempts to classify mankind according to physical characteristics will continue. To date, anthropologists seem convinced that cultural features are transmitted socially, with no relevant connection to genetic factors. To illustrate: Twin brothers may be born to a man and a woman in Nairobi, Kenya; Rome, Italy; Shanghai, China; or some other place; but at an early age become separated. One child is brought to Providence, Rhode Island, at six months of age, and raised by a family in Providence. The two children will mature knowing entirely different cultural values. Environment, climate, basic resources, language, the social preferences of others in the group, etc., establish the cultural base. Even mistaken notions and social biases affect the cultural pattern which is the individual's way of behavior. Indeed, as cultural preferences are established in the individual, it is possible to affect the physical appearance, or even the biological and/or genetic factors: the use of tobacco may cause cancer; improvident consumption of sweets may bring about diabetes; the natural complexion may be altered by sun tanning the body; ear-lobes may be pierced; bodies may be tattooed; lips may be painted or pierced; hair may be dyed, etc. Some of these practices may even affect offspring: the use of drugs during pregnancy apparently may affect the unborn child. X-Rays (a cultural phenomenon) may affect an unborn baby under certain circumstances. However, in each case, cultural practices may affect or alter the physical appearance of man - but race does not dictate the cultural content. Indeed, the idea that it is necessary to classify humans into physical categories is a cultural phenomenon in itself; the systems by which data are collected and categorized are part of our cultural climate. As Raymond Firth says (Human Types, p. 24): "Purity of race is a concept of political propaganda, not a scientific description of human groups today."

AIMS FOR TOTAL SOCIAL STUDIES PROGRAM

The following were approved in May of 1963 and amended in February of 1968 by the Providence Social Studies Curriculum Committee:

1. **That the program of social studies in the Providence School Department be a continuous program for thirteen (13) years, K-12, that it be sequential in its presentation, and that it be based upon the following aims:**

   A. **To develop an understanding of the world, its physical and human composition and one's involvement in it.**

   B. **To understand and appreciate democratic values in human relations; the development and potential of these values throughout the world. This includes a respect for the unique quality and worth of each individual, a regard for his rights as a dissenter, an awareness of his responsibilities as a citizen, and the uses of democratic processes for the resolution of conflicts and tensions and for achieving consensus on improvement.**

   C. **To acquire functional information, concepts, and valid generalizations about man's physical environment and his varied political, social, and economic institutions that serve to carry out human needs and desires.**

   D. **To gain information about and appreciation for the spiritual, aesthetic, and religious currents which contribute to the mainstream of civilization. The broad aim here is to create an awareness of the sensitivity to the interactions and contributions of seemingly alien cultures.**

   E. **To develop, through the utilization of instructional materials suitable to the social studies, skills and techniques essential for critical thinking about human behavior and relationships.**

2. **That the social studies curriculum be based solidly upon the interrelated disciplines of anthropology, economics, geography, history, political science, and sociology.**

SOCIAL SCIENCE CONCEPT STATEMENTS

What are these concepts?

In order to deal systematically with the selection of content from the six social science disciplines for purposes of classroom instruction, it is necessary first to determine what the underlying principles or the basic concepts of the discipline are. The next pages represent an attempt to make such identification of the principles or concepts of each discipline. An endeavor has been made to make each concept inclusive and provocative so that other ideas and necessary vocabulary may be quickly deduced.

Presumably when the full K-12th grade program is introduced, all students will have mastered all concepts by the end of 12th grade. Certain of these will be best taught at particular grade levels, and these will be identified in appropriate grade level guides.

Where did they come from?

These concepts represent reading, study, and reflection by Curriculum Assistants in the literature of each of the disciplines. In addition, each list was discussed with an academic specialist in the field. The final form and phrasing is the responsibility of the groups of teachers in Providence working as Research Assistants in the project. These lists will require modification until they are clear and functional.

How are they to be used?

(1) They should be used as a guide to the point of initial introduction of the concept. It is important that we identify the particular point where a concept is first introduced. It should be accurately introduced in terms of the best scholarship. We cannot complete this objective until the entire curricular program is developed.

(2) At each grade level, there are Generalizations which students should master by the end of the given grade. Each Generalization is keyed to a concept by the use of a letter and number key. This will provide ready reference.

(3) The list of concepts together with the broad aims and the grade level aims are to be used as the criteria for the selection of specific content to be taught at a given grade level. All material taught should be consonant with the aims and with some concept. Resource unit guides will provide guidance.

ANTHROPOLOGICAL CONCEPTS

A. 1. As Homo sapiens all men possess basic physical similarity, but there are inherited or acquired differences in size, shape, color, and the like.

A. 2. Culture may be defined as "knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society," [2] or shared, learned behavior.

A. 3. Culture is universal: all people have culture.

A. 4. Each society has its own unique cultural pattern which may be explained by location, geography, climate, resources, population, historical factors, and local preference.

A. 5. Cultural features are interdependent.

A. 6. Culture is changeable, but the rate of change is dependent upon such things as: choice, cultural contact, imposition, time, and satisfaction or dissatisfaction.

A. 7. Societies may range from pluralistic where disparity exists, to integrative where there is a lessening of differences and an increase in similarities, or to assimilative where all groups take on the same cultural features.

A. 8. Conflict, cooperation and accommodation are normal, cultural processes.

A. 9. There is a difference between the ideal cultural standard and the normal practice of that standard.

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[2] Edward B. Taylor, "The Science of Culture" Chapter 1 of Primitive Culture (London: John Murray and Co., 1871, 2 vols.)

ECONOMIC CONCEPTS

E. 1. Scarcity - The resources necessary to satisfy man's wants are limited. This limitation is complicated by geographical maldistribution, cultural inadequacy and technological underdevelopment.

E. 2. Economizing - Scarcity and unfilled, unlimited wants have caused man to make choices between alternative ways of satisfying complex needs. The effectiveness of his choices determines man's economic well-being.

E. 3. Economic Systems - A pattern of response emerges as man economizes. This pattern or system includes an ideological base, an institutional framework, a system of values and a pattern of regularized behavior. Each system must answer the basic economic questions:

What shall be produced?
How shall it be produced?
Whom should production benefit?

E. 4. Work - The basic economic activity of man is the application of physical or mental effort directed toward a goal of producing a want satisfying good or service. Division of labor and specialization of skill increases productivity.

E. 5. Saving - The creation of a surplus can be translated into the creation of a tool or capital good which in turn increases productivity and the ability to create greater surplus. This saving and investing cycle, reinforced by the dynamic of innovation raises an economic system's capacity to produce - its true wealth.

E. 6. Exchange - Man has learned to exchange available resources and the surplus of his production for those goods and services which he lacks. This exchange or trade results in interdependence between societies and advantage to all parties in the exchange. Money, credit and other financial institutions develop as the "lubricants" of exchange.

E. 7. The Market - Exchange takes place in a market, where the subjective decisions of buyers and seller interact to achieve an objective transaction, centered on a price. Price is the regulator of market decisions, and the interaction of supply and demand plays a major role in establishing answers to the basic economic questions in a market system.

Economic Concepts (cont'd.)

E. 8. Competition - The dynamics of any economic system include varying combinations of competition and cooperation; conflict and resolution. These provide the stimulus in a system and help shape its character.

E. 9. Income Flow - The health of any economic system is measured by the quantity and quality of flows of income between producer and consumer and among the productive sectors of the economy. This income flow reflects an equal and reverse flow of goods and services which ultimately satisfy the economic needs of a society.

E. 10. Economic Growth - A major economic goal in any modern society is improvement in the capacity to produce. This has been achieved in many societies through capital investment, improvement in education and through the judicious use of public policy.

GEOGRAPHICAL CONCEPTS

Earth-Sun Relationships - The Earth's Representation

G. 1. The globe represents the spherical nature of the earth and shows the true relationships of the continents and oceans.

G. 2. The fixing of position and the measurement of distance on the earth require a knowledge of the grid system that man has devised.

G. 3. Earth-sun relationships have implications for seasonal changes, patterns of climate, patterns of wind and water movements, zones of vegetation, and seasonal activities of people and animals.

G. 4. Maps which portray the round earth on a flat surface are designed for specific purposes and consequently are only accurate in certain areas.

Persistant Relations

G. 5. The ability of man to survive on the earth is tied to a circulation of air, temperature, and moisture from one part of the earth to another.

G. 6. The earth is bound together with many physical and cultural connections.

G. 7. The smallest point of reference on the earth's surface varies from every other point, yet in all this variety and complexity there are patterns, order relationships and reasonableness that can be identified and understood.

G. 8. Physical and cultural characteristics of the earth many be arranged into logically defined units of study identified by specified criteria called regions.

G. 9. Man is the dominant element in the landscape.

G. 10. The great masses of people inhabit the most desirable places on the land containing the most favorable combinations of soil, water, and air.

G. 11. The stage of human development in many areas at a particular time indicates a wide range of living standards and cultural goals.

G. 12. Any resource is only as good as the vision and ability of man to use it.

G. 13. Local specialization necessitates connections with other areas for the exchange of goods and services.

Geographical Concepts (cont'd.)

G. 14. The earth's diversity results in the circulation and interaction of peoples, goods, and ideas. Technological and scientific advances have reduced travel and communication time between peoples and increased the possibility of more frequent interaction.

G. 15. The earth's surface is continually being changed by man and natural forces. (These changes are on different time scales but the dynamic nature of physical and cultural forces is universal. To recognize the daily, seasonal, and annual cycles of physical human affairs as well as the fluctuations of the long term processes is to sense the pulse of the modifications of life and landscape. (Cycle: daily journey to work, crop rotation, production schedules; spread of inventions, migrations).

G. 16. New techniques and scientific advancement come to different places and different people at different times.

Cultural Processes

G. 17. The industrial society, because of its complexity, needs to be global in outlook and activity in order to survive.

G. 18. The development of technology and the concentration of industrial production have furthered the development of cities.

G. 19. The growing multiplicity of functions and the tendency for concentration of economic activity has hastened the development of the largest cities in the hierarchy of settlements. (hamlet, village, town, city, metropolis, megalopolis)

G. 20. The growth of populations at varying rates forces reappraisals of land use, space allocations and future areal planning.

G. 21. The growing disparity in standards of living and technological abilities has created two cultural worlds described in various terms as: rich lands-poor lands, developed or underdeveloped (developing), modern or traditional economies.

HISTORICAL CONCEPTS

H. 1. All people have some sort of awareness of their past, and this helps determine their present and future.

H. 2. The historical experience is the totality of past human experiences (ideas, feelings, relationships, actions).

H. 3. Historical evidence is the record left, of whatever sort, of past human experience.

H. 4. Historical interpretation is the attempt to reconstruct the historical experience on the basis of the evidence, and to assign meaning and significance to it.

H. 5. The passage of time may raise once isolated ideas to popularity and power, and give enormous influence to once little-known men; historical development is, after all, the work of individuals, in all their variety and uniqueness as well as their common and typical traits, beliefs and acts.

H. 6. Causation and motivation. Men are moved by a mixture of conscious and unconscious elements. Change is brought about both by peoples' unconscious development of new responses to circumstances and by individuals developing new ideas and expressing them.

H. 7. Men are self-interested creatures, moved by considerations of their own advantage. At times they reason at times they are emotional, and at times they rationalize.

H. 8. Men are also idealizing beings, identifying their ultimate welfare with the ruling will, intelligence, or moral order of the universe. (Religious and philosophical beliefs.)

H. 9. A civilization is characterized at its core by a distinctive set of religious beliefs. These help form values and interests which work out distinctively in institutions. (Cf. Toynbee)

H. 10. An institution is a well-established and structured pattern of behavior or relationships, accepted as a fundamental part of a civilization or culture.

H. 11. The fundamental dimensions of historical experience, for individuals or groups, are temporal, spatial and cultural.

H. 12. All historical experience, closely examined, resolves finally to the experiences of many individuals, each with a complex of interrelated causal and consequential elements.

Historical Concepts (cont'd)

H. 13. Even the most sudden or rapid change--social, economic, intellectual, even political revolution --should be seen as evolution.

H. 14. Theories of history vary widely as to the capacity of men to influence historical development by 'really' free decision and action. (Esp. deterministic vs "great man" theory.)

H. 15. Theories of history may also be classified as progressive (e.g., Karl Marx, Herbert Spencer), cyclic (e.g., the ancient Greeks, Oswald Spengler), or cyclic-progressive (e.g., Arnold Toynbee).

POLITICAL SCIENCE CONCEPTS

PS. 1. All societies make policies based upon an authoritative allocation of values.

PS. 2. Of all institutions only government has the legal right to enforce its values through coercion.

PS. 3. Throughout the history of mankind, man has developed and continues to develop different systems of government.

PS. 4. Within the various forms of political structure there is constant change.

PS. 5. All governmental institutions function within an environment consisting of such larger institutions as have developed economically, historically, sociologically and geographically.

PS. 6. All political systems rest upon a minimal level of consensus; individuals and groups direct demands and support toward governmental machinery.

PS. 7. Interaction among consensus, demands, and support results in governmental policy.

PS. 8. Policy modifies the environment.

SOCIOLOGICAL CONCEPTS

S. 1. All persons function in a society which is a complex structure of individuals and groups held together in a web of social relationships. Each society can be identified by its particular culture.

S. 2. The way men behave is determined largely by their relations to each other and by their membership in groups.

S. 3. Two or more persons linked together in a system of social relationships comprise a social group.

S. 4. Role is the pattern of behavior expected of persons who occupy a particular status.

S. 5. Status is the position one holds in a social group.

S. 6. Social structure is an interrelated system of roles and statuses.

S. 7. Institutions are those cultural patterns which may specify or imply norms or rules of behavior.

S. 8. An individual's behavior as a member of a group in generally evaluated in terms of norms which are rules for behavior that the group expects of some or all of its members in a specific situation within a given range.

S. 9. Social stratification is a hierarchical ordering of statuses and roles in such terms of wealth, income, occupation, prestige, deference, power, and authority. Individuals and groups within this framework may shift.

S. 10. Social changes result from such things as population change, technological innovation, new ideas or culture contact and may lead to new or modified institutions, to new or different roles and statuses, or to tensions.

AIMS
GRADES 8, 9, 10, & 11

1. To locate and identify characteristics of the contemporary Muslim, East Asian, Western, Indian, and ancient Greek Civilizations.

2. To locate and identify characteristics of that part of Western Civilization located in the United States of America.

3. To gain an appreciation of the intrinsic values of these civilizations through an analysis of each.

4. To examine and to understand the development of the political, social, economic, and religious institutions of these civilizations.

5. To show that the various social, economic, and political institutions are continually evolving based on the needs and wants of the people.

6. To understand that many patterns of civilization have developed and that these varying patterns reflect the particular points of view of the people and the differing land mass on which these people are located.

7. To provide an initial experience in some aspect of historical methodology.

AIMS
GRADE 12

1. To identify and to study in depth several of the major problems and issues that are of world-wide significance.

2. To compare the specific details of selected issues in their American setting with several other cultural settings.

3. To be able to articulate some of the complexities involved in solving such major problems.

4. To use skills of analysis, group process, research, and reporting that have been developed in preceding years of the social studies program.

GENERALIZATIONS
GRADES 8, 9, 10 & 11

1.	A civilization can be located in time and place.	G. 1,2,3,16; H. 2,3,4,5,9,11.
2.	Each civilization has a particular pattern in which its basic components are arranged.	A. 4; G. 8,11; H. 1,4,5,8,9, 10,11; S. 1,6.
3.	Each civilization has an underlying set of values.	H. 4,5,8,9,14; P.S. 1,2; S. 1,7,8.
4.	An understanding of any civilization depends upon making different analyses of its human composition.	A. 1,4; G. 9; H. 1,4,5,7,8,12, 14; S. 1,2,3,7,9.
5.	Ways of living are outgrowths of the physical and social environment as well as the heritage of a civilization.	A. 4,7; E. 1,2,3; G. 8,11,17; H. 10,11; P.S. 5; S. 2,7,9.
6.	Behavior patterns reflect the needs and wants of the people of a civilization.	A. 4; E. 23; G. 10; H. 7,8, 10,12; P.S. 3,5,6; S. 2,3,5,8.
7.	Institutions exist in all civilizations.	E. 3; H. 9,10; P.S. 1,2,5,6; S. 2,7,8.
8.	The prevailing customs, beliefs, and values of a people determine to a great degree the character of the civilization which will develop.	A. 4; G. 16; H. 2,5,8,9; P.S. 5; S. 1.
9.	Sources of authority in any civilization differ in their origin, nature, and influence.	H. 5,6,8,9; P.S. 1,2,6,7; S. 8.
10.	Creativity has varying degrees and forms but it exists in all civilizations. Examples of it can be found in the technology, government, and arts of a people.	E. 1,3,4; G. 6,9,11,12,14; H. 3,5,6.

Generalizations for Grades 8-12 (cont'd)

11.	Some solutions which have been found for problems within a particular civilization are utilized by other civilizations.	A. 3,4,5,6,9; E. 6,7,8; G. 6, 9,11,13,14,16,20; H. 2,5,6,7, 12,13,15; P.S. 3; S. 10.
12.	In any civilization there are external and internal contacts which vary in nature and degree.	A. 5,6,8; E. 6,7,8; G. 6,13,14, 17; H. 5,6,10,11,12,13; P.S. 3; S. 1,2,10.
13.	Crisis, change, and continuity are integral parts of any civilization.	A. 6,7,8, G. 15; H. 4,5,6,10,12, 13; P.S. 3,4,5; S. 10.
14.	Civilizations have both common and unique problems.	A. 6,8; E. 1; G. 5,11,17,20,21; H. 7,9; P.S. 1,3,4,5; S. 1, 10.
15.	Economic surplus is essential to a high degree of civilization.	E. 5
16.	The development of a civilization is influenced by its success and failures.	A. 8; H. 6,14,15; P.S. 5.
17.	The advance of a civilization depends to a large extent upon the range of opportunities for alternate decisions.	A. 6,8; E. 8,10; G. 14; H. 4, 5,6,7,9, 10,13,14.

GENERALIZATIONS
GRADE 12

1.	World problems or issues may be grouped, broadly, as power issues, development issues, and social issues.	A. 8; E. 3,10; G. 21; H. 13; P.S. 1,5; S. 10
2.	A specific problem has particular historic roots in a given cultural setting; understanding of such roots is essential to the approach of any potential solution.	A. 6; G. 9,11; H. 5,6,9,10; P.S. 5; S. 7
3.	The analysis of a given problem or issue turns out to be very complicated because, frequently, an issue intersects with so many other issues.	A. 7,8,9; E. 3,10; G. 11,12,15, 18,20; H. 12,13; P.S. 5,8; S. 6,10
4.	There are no easy solutions to such major problems.	A. 9; G. 9; H. 8,12; P.S. 7; S. 10
5.	Many of the agencies of the United Nations exist to seek solutions of specific world problems.	H. 10; P.S. 3,6

GUIDE TO CONTENT
GRADE 8

A Word of Explanation:

The course of study for the 8th, 9th, 10th and 11th grades will include a study of civilizations. In Grade 8 the emphasis will be upon two contemporary civilizations, East Asian and Muslim, and on ancient Greek civilization. In Grade 9 the emphasis will be upon two contemporary civilizations, Western and Indian. Grades 10 and 11 will concentrate on the civilization that developed in that part of Western Civilization known as the United States. This program will be approached as a study of civilizations with the methodology and technique set up in Unit I of Grade 8 utilized in Grades 8, 9, 10, and 11. The basic purpose of this study is to give the students the tools with which to analyze a civilization.

Introduction - Grades 8, 9, 10 and 11

The aim of this unit is to introduce the methodology with which to approach a study of civilizations. The emphasis is on the use of history as an integrating discipline with related material from anthropology, economics, geography, political science, and sociology.

Suggested Time: 3-4 Weeks

Guide to Content - Grade 8 (cont'd.)

I. East Asian Civilization

A. Introduction
A discussion of the location, nature, and importance of East Asia.

B. Land Base
A geographical study of the location, land forms, rivers, and climate of the area and discussion of the role they have played in the development of the civilization.

C. Time Sequence
A brief history with discussion of the length of the civilization, major points of crisis, and major developments.

D. People and Ways of Living
Study of the people, how they live, and some of the problems they encounter.

E. Institutions
A study of the basic religious, political, and social institutions and discussion of how these reflect the particular needs and wants of the people.

F. Creative Expression
A study of the contributions the Chinese have made to world culture.

G. Contacts
An understanding of the external (or lack of external) and internal contacts of the Chinese and of how these have effected Chinese history and development.

H. Problems, Continuity, and the Future
A discussion of some of the major problems faced by the Chinese and the Communists and a discussion of the future development of Communist China.

I. Extended Areas of Influence
A brief study of Korea and Japan as extended areas of Chinese influence.

Suggested Time: 12-14week

II. Muslim Civilization

A. Introduction
A discussion of the location, nature, and importance of the Muslim world today.

B. Land Base
A geographical study of the features, climate, and resources of the Muslim World.

C. Time Sequence
Brief history of Islamic Civilization with an understanding of its pre-Islamic roots, over-all development, and present status.

D. People and Ways of Living
A study of major social and occupational groups of the area, where they live and how they make a living.

E. Values, Beliefs, and Institutions
A study of the present cultural trends and how they have effected traditional values and beliefs as well as a study of the basic institutions of the area.

Guide to Content - 8 (cont'd)

F. Creative Expression
A study of the contributions Muslim Civilization has made to the world in fields of art, science, and literature.

G. Contacts
An understanding of the major external and internal contacts of the Muslim world and their influence on social and historical development.

H. Problems and Future
Discussion of the major problems to be faced and what the future development of the area might be.

Suggested Time: 10-12 week

III. Greek Civilization

A. Introduction
Discusiion of the location and nature of Greek Civilization and a study of how we obtain information about an ancient civilization.

B. Land Base
Geographic study of Greece and a discussion of the role geographic features have played in Greek Civilization.

C. People
Discussion of the people of Greece.

D. Time Sequence
A brief history of Greek Civilization with emphasis on major developments and events.

E. Ways of Living
A study of the economic activities engaged in by the Greeks and of the development of trade and commerce.

F. Values
Discussion of the values molding Greek Civilization.

G. Institutions
A study of the religious, social, and political institutions which developed in Greek Civilization.

H. Athens
Discussion of the excellence of Athens in various fields and a study of the development of Athenian democracy.

I. Creative Expression
Study of those areas in which the Greeks exhibited particular creativity.

J. Problems
Discussion of some of the problems which developed in Greek civilization and why Greek civilization declined.

Suggested Time: 8-10 weeks

GUIDE TO CONTENT
GRADE 9

I. Indian Civilization

A. Land Base
A geographical study of the physical features, climate, and resources of Indian civilization.

B. Time Sequence
A brief history of Indian civilization with discussion of its length, major developments, and points of crisis.

C. People and Ways of living
A study of the people, their customs, and some of their problems.

D. Institutions
A study of basic religious, political, and social institutions together with discussion of how and why they developed.

E. Creative Expression and Contributions
A discussion of Indian achievements and contributions in the fields of art, science, and literature.

F. Economic planning
A study of the progress India has made in agriculture and industry through economic planning.

G. Contacts and Foreign Policy
An understanding of the major internal and external contacts of the Indian sub-continent and of the foreign policy currently pursued.

Suggested Time: 8-10 weeks

II. Western Civilization

A. Introduction
Analysis of the external characteristics of Western Civilization.

B. Land Base
A geographical study of the physical features, climate, and resources of Western Civilization.

C. Time Sequence
A brief history of Western Civilization with discussion of length, major developments, and points of social, political, and economic change.

D. Population Distribution
A study of population growth and division of Western Civilization.

E. Institutions
A study of basic religious, economic, political, and social institutions in Western Civilization.

F. Colonialism
A study of the expansionist and dynamic tendencies of Western Civilization from the 16th to 20th centuries.

G. Nationalism
An examination of the awakening of national identity of the various peoples of Western Civilization.

H. Creative Expression
A discussion of the contributions of Western Civilization in the fields of art, literature and science.

I. Contacts
An understanding of the major internal and external contacts of Western Civilization.

Suggested Time: 25-30 weeks

III. Toward A Global Civilization

A. Introduction
B. Social Issues
C. Human Rights
D. International Communication
E. Industrialization and Trade Patterns
F. Conclusion

Suggested Time: 3-4 weeks

This unit is designed to give the students an opportunity to utilize that which they have studied for two years in terms of application in the present world situations. As a culmination to two (2) years work, an examination of the emerging patterns of cooperation will allow speculation on the future.

GUIDE TO CONTENT
GRADE 10

DEVELOPMENT OF CIVILIZATION IN THE UNITED STATES

I. Overview of Civilization in the United States

(Suggested time 5-7 weeks)

A. Land Base

A study of the geographic base for civilization in the U. S.

B. Peopling

A survey of all of the ethnic groups which make up the U. S.

C. Time Sequence

A brief analysis of the exploitation of the land mass by the aforementioned ethnic groups at various times.

II. Development of Society in the United States

(Suggested time 3 weeks)

A. Mode of Analysis for Society in the United States

A survey of the basic methods of analyzing any society.

B. Analysis of Society in the United States

An evaluation of society in the U. S. along various social, economic, and cultural dimensions.

C. The Family in the United States

An examination of the roles, functions, and ties in the American family.

D. Education in the United States

The importance of universal education to the American scene.

E. Religion in the United States

A study of the changing character of religion in the U. S.

F. The City in the United States

A study of urbanism and its effect on the changing character of American society.

GUIDE TO CONTENT
GRADE 11

I. The Development of the United States' Economic System

(Suggested Time: 15-20Weeks)

A. Mode of Analysis for Economic Development in the United States
A frame of reference for the development of the United State economic system.

B. The United States as a Traditional Society
The United States as a pre-Newtonian Society.

C. Preconditions for Take-off
The effects of compound interest, strong government, and the development of capital mobilizing agencies on the developing American economy.

D. The Take-Off
A study on the introduction of science and technology to the American scene.

E. The Drive to Maturity
The effects of incereased technology and an excess of exports over imports to the American scene.

F. The Age of High Mass-Consumption
A study of the contemporary United States economy and its development over the last 50 years.

II. The Development of the United States Political System

(Suggested Time: 15-20 Weeks)

A. A comparison of political systems throughout the world.

B. Development of an understanding of the idea of federalism, democracy, and republicanism.

C. An understanding of the United States legal system, its origins and its operation.

D. An analysis of the elective process, how it functions, and how effective it is.

E. An awareness of the United States political arena, the various parties, their platforms, their following, their achievements, and their failures.

III. The United States in Contemporary World

(Suggested Time: 5-10 Weeks)

A. How does the United States compare to the rest of the world in land area, population, per capita income, health and welfare, household appliances, automobiles, clothes and other aspects of standard of living.

B. What does the United States export? Import? With whom? Do we enjoy a favorable balance of trade?

C. Where are the primary areas of United States influence in the present day world? (South America, Norht America, Southeast Asia, Japan, the Phillipines, South Africa, Australia and New Zealand.) How is this United States influence evident? (United States consumer goods: cars, televisions, coca cola, U.S. style clothes, recordings, movies, books, etc.) What is the extent of our military commitment?

Guide to Content - 11 (cont'd)

D. What is the role of the United States in various intercontinental organizations such as the United Nations, NATO, SEATO, OAS, and the like?
E. Which have been some of the special issues confronting the United States in the World? (Such as relations to Britain, to Canada, to Mexico, to the Carribbean, to Japan - and the like?)

GUIDE TO CONTENT
GRADE 12

The program for Grade 12 provides resource materials for the analysis of several major world problems or issues. The materials available include suggested questions for investigation, suggested pupil activities that might be used together with a minimal bibliography for teachers and for pupils. In addition some specific suggestions are made for methodology. The questions suggest study and analysis of a given problem in its United States setting, in several different cultural settings, as well as in a world-wide setting.

Resources are available for the following fifteen topics:

World Problems

Power Issues

Peace
Military-Industrial Complex
Nationalism

Development Issues

Literacy
Poverty
Technology
Population Growth
Economic Growth
Conservation
Distribution

Social Issues

Race
Mass Media
Urbanization
Refugees
Health

GUIDE TO SOCIAL STUDIES SKILLS

Skills to be developed in grades 8, 9, 10 and 11

I. Locating Information
   - A. The Dewey Decimal and Library of Congress Systems are keys to finding books.
   - B. The Readers' Guide to Periodical Literature and other indexes are useful in locating information.
   - C. Use a table of contents.
   - D. Use an index.
   - E. Use a glossary, appendix, map lists, and illustration lists.
   - F. Locate information in an encyclopedia by using key words, letters on volume, index, and cross references.
   - G. Distinguish between storybooks and factual books.
   - H. Read newspapers, magazines, and pamphlets with discrimination.
   - I. Learn how to locate material in a library useing the card catalog.

II. Organizing Information
   - A. Select the main idea and supporting facts.
   - B. Take notes, making a record of the source by author, title, and page.
   - C. Make simple outlines of material read, using correct outline form.
   - D. Make a bibliography.

III. Evaluating Information
   - A. Examine reasons for contradictions or seeming contradiction in evidence.
   - B. Examine material for consistency, reasonableness, and freedom from bias.
   - C. Recognize propaganda and its purposes in a given context.
   - D. Distinguish between fact and fiction.
   - E. Distinguish between fact and opinion.
   - F. Compare information about a topic from two or more sources to recognize agreement or contradiction.
   - G. Reach tentative conclusions.
   - H. Distinguish between opinion and interpretation, or opinion and conclusion.

IV. Acquiring Information
   - A. Reserve judgment until the speaker's entire presentation has been heard.
   - B. Analyze video and audio presentations, e.g. films, pictures, models, exhibits, and other graphic materials concerned with social studies topics.
   - C. Skim to find a particular word, get a general impression, or locate specific information.
   - D. Read to find answers.
   - E. Make use of headings, topic sentences, and summary sentences to select main ideas.
   - F. Listen and observe with a purpose.

Guide to Social Studies Skills (cont'd)

G. Listen attentively when others are speaking.
H. Relate, compare, and evaluate information gained through listening and observing with that gained from other sources of information.

V. Interpreting Information
A. Recognize pictures, charts, graphs, and tables as sources of information.
B. Construct simple graphs, tables , and other pictorial materials.
C. Relate information derived from pictures, charts, graphs, and tables with that gained from other sources.

VI. Working with others
A. Respect the rights and opinions of others.
B. Accept the role of leader or follower as the situation requires.
C. Distinguish between work that can be done individually and that which calls for group effort.

VII. Problem Solving
A. Recognize that a problem exists.
B. Define the problem.
C. Locate, gather, and organize information.
D. Interpret and evaluate information.
E. Summarize and draw tentative conclusions.
F. Recognize the need to change conclusions when new information warrants.
G. Recognize areas for further study.

VIII. Maps and Globes
A. Use all parts of a world atlas.
B. Read a variety of special purpose maps and draw conclusions on the basis of data obtained from them and from other sources.
C. Use cardinal and intermediate directions.
D. Construct simple maps which are properly oriented as to direction.
E. Use an atlas to locate places.
F. Consult two or more maps to gather information about the same area.
G. Determine distance on a map by using a scale of miles.
H. Learn to use legends on different kinds of maps.
I. Use latitude and longitude in locating places.
J. Identify time zones and relate them to longitude.
K. Recognize that there are many kinds of maps for many uses, and learn to choose the best map for the purpose at hand.
L. Use maps and globes to explain the geographic setting of historical and current events.

Guide to Social Studies Skills (cont'd)

IX. Time and Chronology
- A. Acquire a sense of giological and prehistoric time.
- B. Learn to formulate generalizations and conclusions about time in studying the development of human affairs.
- C. Understand differences in duration of various historical periods.
- D. Understand and make simple time lines.
- E. Learn to relate the past to the present in the study of change and continuity in human affairs.

Reading Social Studies Material
- A. Understand an increasing number of social studies terms.
- B. Learn abbreviations commonly used in social studies materials.

SOME SUGGESTIONS FOR METHOD

Relation of Aims and Concepts to Content

Anexplicit assumption about the approach in the construction of this curriculum research project is that aims and concepts should be used to select content. This assumption has meaning for methods of instruction as the primary goal of instruction becomes the mastery of concepts needed to fulfill aims. Mastery of content is meaningful and important only as it is directly related to this goal.

For example, the details of the wheat growing area of the Ukraine are significant as these are related to fulfilling the understanding of the concept of region. Or again, the details of events of European exploration are significant, useful, and meaningful as these are related to fulfilling the concept of man as the dominant element in the landscape or the dimensional elements of history concerning man, time, and place.

Proceed from Questions

As far as possible, this curricular program seeks to develop in young people the facility to ask important questions. It is, therefore, essential that classroom atmosphere reflect this questioning, probing attitude. Teachers need to be asking questions along with pupils. It should be noted that the materials that have been prepared will not include all the questions that a class will ask. Perhaps some questions young people raise will be of more importance than some of the ones that have been written into these materials. Teachers need to follow the questions that young people put!

Pupil-Teacher Planning

Because aims and concepts are to be used to select content, there is a fine opportunity for considerable pupil-teacher planning and interaction. The particular sequence in which some material is developed is not as important as having pupils and teachers determine what for their particular class is the most effective sequence. Teachers will need to provide time for such planning.

Use of Groups and Committees

One of the goals of any social studies program is behaviorial in nature. It is desirable that the social studies classroom be the place where young people are given an opportunity to develop patterns of behavior appropriate to the pluralistic society in which we live. This means that in the social studies class teachers need to provide a framework in which young people may share ideas, make plans, carry them out, make mistakes and learn to correct or live with them, learn to listen to varied ideas, learn to value and accept contributions from all youngsters. This behavior can best be developed when there is careful, planned use of groups and committees. Good group work and committee work requires that young people develop this skill: they do not act this way automatically!

Some Suggestions for Method (cont'd.)

Unit Method

Broadly speaking, all of the work in this social studies curriculum project can best be developed through use of the unit method. This approach provides opportunities for individual and group work, for pupil-teacher planning and questioning, for research for materials, for developing the skills of sharing information, and for cooperative evaluation.

A good unit of work has the following characteristics:

> It has unity . . .
> It is life-centered and plans are based on the personal-social needs of the group . . .
> It cuts across subject lines and requires a large block of time . . .
> It is based on modern knowledge of how learning takes place. It considers maturation level . . .
> It emphasizes problem solving . . .
> It provides for growth in the development of the child . . .
> It is planned cooperatively by teacher and pupils . . .[1]

A unit has the following features:

1. Teacher preplanning-review of aims, generalizations, content, skills, materials.

2. Teacher development of statements indicating:
   A. aims
   B. generalizations
   C. content to be utilized
   D. skills to be introduced
   E. materials to be used
   F. evaluation procedures

3. Pupil-Teaching Initiatory Activities

4. Developmental and Research Activities

5. Culminating or Sharing Activities

6. Evaluation

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1 Teaching Guide. Social Studies. Grades IV, V, VI. (Providence: Department of Instruction, Providence Public Schools, 1957.) pp. v-vii

LABORATORY MATERIALS FOR STUDENTS - GR. 8

		#Per Lab
EQUIPMENT		
	Globe	1
	World History Map Series	1
REFERENCE		
Oxford Press	Shorter Oxford Economic Atlas	2
N.Y. World Telegram	World Almanac	2
National Education Association	Other Lands, Other People	2
Holt, Rinehart & Winston	Graphic Guide to World History	2
Rand McNally	Atlas of World History	1
	Goode's World Atlas	1
	Classroom Atlas	30
Golden Press	World's Great Religions	3
MacMillan	Wide World	1
Van Nostrand	World Geography and You	6
Allyn & Bacon	Eastern Lands	1
	Global History of Man	4
	Readings in World History	5
Merrill	Long Ago in the Old World	5
Benefic	How Man Began	10
Putnam	Lord of the Flies	10
Houghton-Mifflin	Lost Horizon	10
Benefic Nystrom	Atlas of World History	2

LABORATORY MATERIALS FOR STUDENTS - Gr. 8 - (Cont'd.)

TEXTS

EAST ASIAN CIVILIZATION		#Per Lab
Service Center for Teachers	Asian Religions	1
	Chinese History	1
	Forty Years of Chinese Communism	1
	Japanese History	1
Ginn	Asia	10
	Today's World in Focus: China	5
Scott, Foresman	Beyond the Americas	1
	China-Development by Force	5
	Japan-Lessons in Enterprise	5
Lippincott	The Asians	1
Mentor Books	The Nature of the Non-Western World	1
Scholastic	The Two Chinas	20
	The Rim of Asia	10
Rand McNally	Far Eastern Society	15
Fideler	Asia With Focus on China	5
	China	10
	Japan	10
Laidlaw	Japan-Ally in the Far East	2
	Chinese Dilemma	2
Silver Burdett	Life World Library: China	2
Allyn& Bacon	China: A Culture Area in Perspective	20
Benefic	How People Live in Japan	10
American Education Publications	China	20
Cambridge	China, Japan, Korea	10

MUSLIM CIVILIZATION

Service Center for Teachers	Near and Middle East	1
Henry Regnery	The Arabs: A Short History	1
New American Library	Islam in Modern History	1
Silver Burdett	Islam	2
	The Arab World	2

TEXTS GR. 8 (cont'd)

MUSLIM CIVILIZATION (cont'd)		#Per Lab
Rand McNally	Middle East and Moslem Society	15
Allyn & Bacon	Middle East: A Culture Area in Perspective	20
Scott, Foresman	Middle East - Old Problems and New Hopes	5
Benefic	How People Live in the Middle East	10
Scholastic	Middle East	20
American Education Publications	Middle East	20
GREEK CIVILIZATION		
Service Center for Teachers	Greek and Roman History	1
Silver Burdett	Classical Greece	2
Benefic	How People Lived in Ancient Greece and Rome	10
Fideler	Ancient Greece	10

LABORATORY MATERIALS FOR STUDENTS - GR.9

		#Per Lab
EQUIPMENT		
	Globe	1
	World History Map Series	1
Merrill	World Civilization Time Line	1
REFERENCE		
Rand McNally	Atlas of World History	2
	Goode's World Atlas	2
	Classroom Atlas	30
Oxford Press	Shorter Oxford Economic Atlas	3
N.Y. World Telegram	World Almanac	3
National Education Association	Other Lands, Other Peoples	3
Holt, Rinehart & Winston	Graphic Guide to World History	2
Van Nostrand	World Geography and You	3
MacMillan	Ancient and Medieval History	10
	The Wide World	1
Allyn & Bacon	Readings in World History	5
	Global History of Man	4
Lippincott	Man's Cultural Heritage	2
Golden Press	World's Great Religions	2

Laboratory Materials for Students - 9 (cont'd)

TEXT

		#Per Lab
INDIAN CIVILIZATION		
Service Center for Teachers	The History of India: Its Study and Interpretation #17	1
New American Library (Mentor Book)	A Short History of India and Pakistan	1
	Nature of the Non-Western World	1
Lippincott	The Asians	1
Silver Burdett	Life World Library, India	2
Scholastic	Subcontinent of India	15
MacMillan	India and South Asia	10
McCormick-Mathers	Story of India	
Allyn & Bacon	India	20
Laidlaw	India and the World Today	2
Rand McNally	India and Southeast Asia	15
Scott Foresman	India: Struggle Against Time	5
Fideler	India	15
Cambridge	India-Pakistan	15
WESTERN CIVILIZATION		
Service Center for Teachers	Nationalism: Interpreters and Interpretation #20	1
	Nineteenth Century European-Crisis and Contribution #29	1
	European Peasantry from the Fifteenth to the Nineteenth Century #33	1
	Reformation in Recent Historical Thought #54	1
	European Intellectual History #57	1
Silver Burdett	The Renaissance	2
	The Reformation	2
	Age of Exploration	2
	Age of Progress	2
	Age of Faith	2
Scholastic	Commonwealth of Nations	15
	Western Europe	15

Laboratory Materials for Students - 9 (cont'd)

TEXTS (cont'd)

WESTERN CIVILIZATION (cont'd)		#Per Lab
MacMillan	Western Europe	10
	Modern Times	5
	Medieval and Early Modern Times	5
Rand McNally	Western European Society	15
	Anglo-America Society	15
	Slavic Society	15
Scott Foresman	Western Europe and the Common Market	5
Oxford Book	Visualized World History	10
Keystone Education Press	Mastering World History	10

LABORATORY MATERIALS FOR STUDENTS - GR. 10

		# per Lab
EQUIPMENT		
	Globe	1
	World Map	1
	United States Map	1
REFERENCES		
Rand McNally	Goodes World Atlas	1
Oxford Press	Oxford Economic Atlas	3
Providence Journal	Journal Almanac	5
Newspaper Enterprise Association	World Almanac	5
Nystrom	Hammond's American History Atlas	10
	Shepherd's Historical Atlas	2
Oxford Press	Oxford History of the American People	5
Van Nostrand	Earth Science, Branowitz	1
Scribner's	Dictionary of American History	1
Merrill	American History Time Line	1
	World Civilization Time Line	1
	Merrill Studies of American Documents 1) The Declaration of Independence 2) The Bill of Rights 3) The Monroe Doctrine	2
American Book	Viewpoints U.S.A.	10
	History, U.S.A.	10
	Documents, U.S.A.	1
Allyn & Bacon	Alpha Geography Skills Program: Mid-Continental, U.S.A.	1 set
Games	Simsoc	6

Laboratory Materials for Students - 10 (cont'd.)

TEXTS

Overview		# per Lab
Houghton Mifflin	The Negro in American Life	5
MacMillan	New Perspectives in American History (9 titles)	4 set
McGraw Hill	Voices From America's Past	4 set
Scott, Foresman	Economic Forces in American History	1 set
	United States History	10
	Problems of American History	1 set
M.I.T. Press	Beyond the Melting Pot	2
Harcourt Brace and World	40 American Biographies	1
	Introduction to Geography	1
Noble & Noble	Makers of American History	2
Bantam Books	Presidents of the United States	2
	The Big Change	2
	Since Yesterday	2
Laidlaw	A High School History of Modern America	5
Mentor	The United States Political System and How It Works	2
	John Locke, Two Treatises of Government	1
Keystone Education Press	Mastering American History	10
Delta	The Predicament of Democratic Man	2
Service Center for Teachers	American Historical Association Pamphlets	
	#2 New Interpretations in American Foreign Policy	1
	#4 Industrial Revolution: Interpretations and Perspectives	1
	#5 Civil War and Reconstruction	1
	#6 The American Revolution: A Review of Changing Interpretations	1
	#8 The American Frontier	1
	#9 Jacksonian Democracy	1

Laboratory Materials for Students - 10 (cont'd.)

TEXTS (con't.)

Overview (cont'd.)

		# per Lab
Service Center for Teachers	American Historical Association Pamphlets (cont'd.)	
	#10 The Progressive Movement	1
	#25 The New Deal in Historical Perspective	1
	#31 United States History: A Bridge to World of Ideas (A Syllabus)	1
	#33 The European Peasantry from the Fifteenth to the Nineteenth Century	1
	#36 The British Empire-Commonwealth: Its Themes and Character; a Plural Society in Evolution	1
	#40 The Federal Age, 1789-1829: America in the Process of Becoming	1
	#45 They were there: A Guide to Firsthand Literature for Use in Teaching American History	1
	#48 The Development of American Labor	1
	#50 The Indian in American History	1
	#53 American Intellectual History	1
	#51 Emigration and Immigration	1
	#60 Italy in Modern Times	1
	#61 The Negro in American History	1
Prentice-Hall	Geographic Background to the United States	3 set
Heath	Conflict and Consensus in the American Revolution	3
	Slavery and the Breakdown of the American Consensus	3
	Democracy in the Age of Jackson	3
	Realism and Idealism in Wilson's Peace Program	3
	Liberty and Power in the Making of the Constitution	3
	Presidential Power in the New Deal	3
	The Status Revolution and the Progressive Movement	3
	Containment and the Origins of the Cold War	3
	Myth and Reality in the Populist Revolt	3
	Andrew Johnson and the Struggle for Presidential Reconstruction 1865-1868	1
	The 1920's: Rhetoric or reality?	1
	Responses to Economic Collapse: The Great Depression	1

Laboratory Materials for Students - 10 (cont'd.)

TEXTS (cont'd.)

		# per Lab
Overview (cont'd.)		
Heath (cont'd.)	British Views of the American Revolution	2
	The Monroe Doctrine	2
	Manifest Destiny and Expansionism in the 1840's	2
	The European Mind and the Discovery of the New World	2
	The Missouri Compromise	1
	The Ratification of the Constitution and the Bill of Rights	2
Doubleday	They All Discovered America	3
American Education Publications	The American Revolution	3
Oxford Book	The Farmer and the American Way	2
Random House	Crises in Black and White	5
SOCIETY		
University of Chicago Press	The Price of Power: American since 1945	1
	American Catholicism	2
	American Judaism	2
	American Protestantism	2
	American Folklore	1
	American Labor	1
	American Philanthropy	1
	American Immigration	2
	The Confederacy	1
	The American Supreme Court	1
	The American Indians	1
	The American Railroads	1
	The American Newspaperman	1
	The Negro Family in the U.S.	2
Mentor Book	The Puritan Heritage	5
Oxford Book Company	Minorities in the U.S.	3
	The American Family	3
	Human Rights in the U.S.	3
	Understanding Juvenile Delinquency	3
	Urban Affairs	3
	Public Education in America	3
	The Strange Career of Jim Crow	2
Scott Foresman	Reform in America	2
	The Social Setting of Intolerance	2
	The Negro in America	2

Laboratory Materials for Students - 10 (cont'd.)

TEXTS (cont'd.)

SOCIETY (cont'd.)		# per Lab
Houghton Mifflin	The American Negro	3
	The Changing Metropolis	5
Holt, Rinehart & Winston	Problems of Democracy	6
MacMillan	Urban America, Dilemma and Opportunity	15
Lippincott	Living in Social Groups	10
Heath	The Negro and Puerto Rican in American History	5
	The Negro Struggle for Equality in the 20th Century	3
	Immigration: A study in American Values	3
	Our Changing Social Order	5
	American Problems Today	5
Wadsworth	Problems and Prospects of the Negro Movement	1
	Demographic Problems	1
	Poverty American Style	1
	Metropolis	2
	Issues of the Sixties	2
Chandler	Poverty in America	2
Dickenson	Problems of Aging	1
	Problems of Youth	1
Public Affairs Pamphlets	#327 Sunday in the Sixties	10
	#373 How to Bring Up Your Child Without Prejudice	10
	#403 The Battle for Clean Air	5
	#346 School Failures and Dropouts	5
	#304 That No Man Shall Hinder	5
	#367 Equal Justice For the Poor Man	10
	#343 Public Welfare	10
	#362 The Poor Among Us - Challenge and Opportunity	10
	#398 Poverty in the U.S.A.	10
	#85 The Races of Mankind	10
	#95 The Negro in America	10
	#359 Finding Able Men and Women For City Careers	10
	#396 Fair Play in Housing	10
	#374 Can We Save Our Cities	10
	#393 A New Look At Our Crowded World	10

Laboratory Materials for Students - 10 (cont'd.)

TEXTS (cont'd.)

SOCIETY (cont'd.0

		# per Lab
Channing L. Bete	People and Nations #419	5
	About Basic Sociology #445	5
American Education Publications	The Immigrant's Experience	10
	Religious Freedom	10
	Negro Views of America	10
B'nai B'rith	F116 Prejudice and Society	2
	F100 Prejudice - How Do People Get That Way	4
	R106 Don't Let Stereotypes Warp Judgement	5
	R196 Race & Prejudice	5
	G434 Race and Intelligence	3
	G415 Epitaph for Jim Crow	1
	G471 Negro American Intelligence	3
	JF101 What We Know About Race	3
	FB5 A Nation of Immigrants	3
	JF106 The Negro Pilgrimage in America	1
	FB1 The Puerto Ricans	1
	F120 Patterns of Minority Relations	1
	RU6 Out of Many	2
	R213 Is There a "Breakdown" of the Negro Family	2
	R203 The Teaching of Contempt	1
	G346 Barriers	1
	Of Negroes, Jews and Other Americans	4
	Paths to The New World	5
	They and We	4
Signet	The Great Hunger	2
	Slums and Suburbs	4
	Black Like Me	4
Ginn	Teenagers and the Law	
U.S. Government Printing Office	Statistical Abstracts of the United States	1
	Historical Statistics of the United States	1
McGraw-Hill	Our Oriental Americans	3
	Our Citizens from the Caribbean	3
	The American Negro	1
	The American Indian	3
	Latin Americans of the Southwest	3
Allyn & Bacon	Today's Problems	2
	High School Sociology	2

Laboratory Materials for Students - 10 (cont'd.)

TEXTS (cont'd.)

SOCIETY (cont'd.)		# per Lab
American Jewish Committee	Let the Lady Hold Up Her Head	2
	U. S. Immigration Policy	2
	Teaching about H.R.	1
	What is a Jew	1
	Education: An Antidote	1
	In the Church's Closet	2
	Roots of Bias	2
	Second Vatican Council	2
	Are the P.S. Godless	1
	Church, State, and Public Schools	1
	Our Bluenosed Blue Laws	1
	Prayers, Bibles, and Schools	1
	Religion in Public Education	1
	School Prayers and Founding Fathers	1
	Discrimination Costs You Money	1
	Negro Education for What	1
	Children and Discrimination	1
	Don't Let Stereotypes	2
	American Negro Myths	1
	Life is Fun	1
	Passing of the Stereotype	2
	Ecumenical Council	1
Holt, Rinehart & Winston	Modern Sociology	2
Oxford Book Company	Sociology for High School	5
H. W. Wilson Co.	New Trends in the Schools	1
Harper & Row	Salient Dates in American Education	1
Rand McNally	Social History of American Education	
	Vol. 1	1
	Vol. 2	1
Prentice Hall	Social Stratification	1
	Immigration	1
	Indians in America's Past	1
	Religion in America Past and Present	1
Sociological Resources for Secondary Schools	Incidence and Affects of Poverty in the United States	15

LABORATORY MATERIALS FOR STUDENTS - Gr. 11

TEXTS		# per Lab
ECONOMIC DEVELOPMENT		
Scott, Foresman	Economic Forces in American History	10 sets
	Studies in Economic Issues	3 sets
	Labor in American Society	1
Merrill	Economics and Public Policy	3
	The Development of the American Economy	5
	Economics: Principles and Practices	3
Harcourt Brace & World	History of the U.S. Economy	5
Allyn & Bacon	Modern Economics	10
McGraw Hill	Economics for our Time	1
	American Capitalism	2
	Money and Banking in the American Economy	2
	Capitalism and Other Economic Systems	2
Oxford Book Co.	Labor and the American Way	3
	Business and the American Way	3
Harvard S.S. Project American Education Publications	The Railroad Era	3
	The Rise of Organized Labor	3
Channing L. Bete	About the Nature of Economics	3
	About Financial Statements	3
	About the U.S. Market System	3
	About Money and Banking	3
	About Man's Economic Wants	3
	About the American Economy	3
Public Affairs Pamphlets	#317 Investing for Income and Security	3
	#382 Buyer Be Wary	3
	#389 Medicare and Social Security	3
	#262 The Labor Movement in the United States	3
	#378 The Balance of Payments Crisis	3
	#302 How to Stretch Your Money	3
D. C. Heath	The Formative Era of American Enterprise	1
Prentice-Hall	The American Labor Movement	1
	Economic Myth & Reality	1
	The Great Depression	2

LABORATORY MATERIALS FOR STUDENTS - Gr. 11 (cont'd.)

TEXTS (cont'd.)		# per Lab
ECONOMIC DEVELOPMENT (cont'd.)		
Houghton Mifflin	The Workingman in American Life	1
Holt, Rinehart & Winston	Comparative Economic Systems	3
Rand McNally	Foreign Trade of the U.S.	1
Cambridge at the University Press	The Stages of Economic Growth	1
United States Government Printing Office	Do You Know Your Economic A.B.C.'s?	3
	.U.S. Balance of Payments	3
	.U.S. Economic Growth	3
	.Science and Technology for Mankind's Progress	3
	.Measurement-Pacemaker of Economic Growth	3
Delta Book Co.	Toil and Trouble	1
Mentor	Ideas of the Great Econimists	3
Signet	Machines that Built America	1
Allyn & Bacon	A Global History of Man	1
	Readings in World History	1
Science Research Associates	The Market	6
	The National Economy	6
	Scarcity and Allocation	6
FREE MATERIALS		
U.S. Government	Social Security: How It Works - Social Security Administration	3
	Open Markets Operations-Federal Reserve Bank of New York	2
	Government Spending and Full Employment - Industrial Union Dept. AFL-CIO	2
	Money: Master or Servant? = Federal Reserve System: Boston	4
	The Search for Economic Security-Institute of Life Insurance	10
Games for Economics		
Avalon Hill	Management	6
Milton Bradley	Monopoly	4

Laboratory Materials For Students - Gr. 11 (cont'd.)

POLITICAL DEVELOPMENT

PUBLISHER	TITLE	# PERLAB
Holt, Rinehart & Winston	Comparative Political Systems	5
	Totalitarianism: New Perspectives	2
McGraw-Hill (Webster Div.)	The Problems and Promise of American Democracy	10
Ginn	Problems of Democracy	2
	Conflict, Politics, and Freedom	1
Bete and Company	About Congress	2
	About the Constitution	2
	About Government	2
	About Communism	2
National Council for Social Studies	Totalitarianism # 37	3
Oxford	Democracy, Capitalism and Communism	3
	Problems of American Democracy	3
	The President of the United States	3
	The Constitution of the United States	2
Mentor	The Democratic Way of Life	5
	The U.S. Political System and How It Works	5
	Presidential Power	1
	The American Presidency	2
	Parties and Politics in America	1
	The Living U. S. Constitution	1
MacMillan	Democracy in the U. S.	1
Prentice-Hall	The American Party System and the American People	2
American Education Publications	Liberty Under Law	2
	Municipal Politics (Harvard S.S. Proj.)	2
Allyn & Bacon	Politics: The American Way	2
	The Presidency-Office of Power	1

PUBLISHER	TITLE	# PER LAB
Merrill	The Articles of Confederation	3
	American Government in Action	2
Sadlier	Government: Its Structure and Interpretation	1
Anti-Defamation League	A Living Bill of Rights	2
Scott, Foresman	Political Leadership in America	2
Scholastic	What You Should Know About The U.S. Constitution and the Men Who Wrote It	1
California State Dept. of Education	The Bill of Rights a Source Book for Teachers	1

SOCIAL STUDIES
REFERENCE MATERIALS FOR TEACHERS

Theory of Social Studies Curriculum

Each of these works has suggestions for approaches to the problems of social studies curriculum. The two articles by Dr. Shinn are a statement of the theory underlying this particular research project. They are available from the Project Office at Veazie Street School.

Bauer, Nancy W., ed. Revolution and Reaction: The Impact of the New Social Studies. Michigan: The Cranbrook Press, 1966.

Bruner, Jerome. The Process of Education. Cambridge: Harvard University Press, 1960.

Combs, A. W., ed. Perceiving, Behaving, Becoming. Association for Supervision and Curriculum Development Yearbook. Washington, D.C.; ASCD, 1962.

Engle, Shirley H., "Thoughts in Regard to Revision," Social Education, XXVII, No. 4, April, 1963, 182-184, 196.

Fenton, Edwin, The New Social Studies. New York: Holt, Rinehart and Winston, Inc., 1967

Fraser, Dorothy and Samuel McCutchen. Social Studies in Transition: Guidelines for Change. Curriculum Series No. 12, NCSS, 1966.

Frazier, Alexander, ed. New Insights and the Curriculum. Association for Supervision and Curriculum Development Yearbook. Washington, D.C.; ASCD, 1963.

Guide to Content in the Social Studies. Washington, D.C.; National Council for the Social Studies, 1963.

Joyce, Bruce R. Strategies for Elementary Social Science Education: Chicago, Science Research Associates, Inc., 1966.

_____ "Content of Elementary Social Studies," Social Education, XXVIII, No. 2, February, 1964, 84-87, 103.

Kenworthy, Leonard S. Background Papers for Social Studies Teachers. Belmont, California; Wadsworth Publishing Company, 1966.

Long, Harold M. and Robert N. King. Improving the Teaching of World Affairs: The Glens Falls Story. Bulletin No. 35, NCSS, 1964.

McCutchen, Samuel P., "A Discipline for the Social Studies," Social Education, XXVII, No. 2, February, 1963, 61-65.

Mussig, Raymond H. Social Studies Curriculum Improvement. Bulletin No. 36, NCSS, 1965.

Price, Roy A. Major Concepts for Social Studies. SSCC, Syracuse University, 1965.

Social Studies Reference Materials for Teachers (cont'd.)

"Revising the Social Studies," Social Education, 27, No. 4, April, 1963. Five articles pointed to social studies revision.

Shinn, Jr., Ridgway F. An Investigation Into the Utilization of Geography and History as Integrating Disciplines for Social Studies Curricular Development in a Public School System. Cooperative Research Project No. E-028, 1964-65.

_____ "Geography and History as Integrating Disciplines," Social Education, 28, November, 1965.

_____ "History for What?" The New England Social Studies Bulletin, XXI, No. 1, October, 1963.

Sowards, G. Wesley, ed. The Social Studies: Curriculum Proposals for the Future. Fair Lawn, N. J.: Scott, Foresman and Company, 1963. Papers presented at the 1963 Cubberley Conference, School of Education, Stanford University.

Taba, Hilda. Curriculum Development: Theory and Practice. New York: Harcourt, Brace and World, Inc., 1962.

Womack, James G. Discovering the Structure of Social Studies. New York: Benziger Brothers, 1966.

Social Science Disciplines

Each of these works has a chapter or is itself devoted to an appraisal of the major concepts and content that is found in the six social science disciplines. For example, if you wish to read briefly about Anthropology, turn to the appropriate chapter in the ACLS-NCSS book or to Hunt or to Price. Each item in this section has a letter key: A, Anthropology; E, Economics; G, Geography; H, History; PS, Political Science; S, Sociology.

American Council of Learned Societies and the National Council for the Social Studies. The Social Studies and the Social Sciences, New York: Harcourt, Brace and World, 1962. (A, E, G, H, PS, S)

Bernstein, Edgar, "Structural Perspectives: The Social Science Disciplines and the Social Studies," Social Education, 29, No. 2, February, 1965, 79-85 and ff. (A, E, G, H, PS, S)

Carr, Edward Hallet. What is History? New York: Alfred A. Knopf, 1962. (H)

Chinoy, Eli. Sociological Perspective: Basic Concepts and Their Applications. Garden City, New York: Doubleday, 1962. (S)

Clough, Shepard B. Basic Values in Western Civilization. New York: Columbia University Press, 1960. (H, S)

Social Studies Reference Materials for Teachers (cont'd.)

Dillon, C., C. Linden and P. Stewart. Introduction to Political Science. Princeton, N. J.: D. Van Nostrand, 1958 (PS)

Gillin, John. The Ways of Men. New York: Appleton, Century, Crofts, 1948. (A)

Hunt, Erling M., et al. High School Social Studies Perspectives. Boston: Houghton Mifflin, Col, 1962. (A, E, G, H, PS, S)

James Preston E., ed. New Viewpoints in Geography. 29th Yearbook, National Council for the Social Studies. Washington, D. C.: NCSS, 1959. (G)

Oliver, Donald W. and James Shaver. Teaching Public Issues in the High School. Boston: Houghton Mifflin, 1966. (PS, S)

Price, Roy A., ed. New Viewpoints in the Social Sciences. 28th Yearbook, National Council for the Social Studies. Washington, D. C.: NCSS, 1958. (A, E, G, H, PS, S)

Riddle, Donald H. and Robert S. Cleary. Political Science in the Social Studies.

Robinson, Donald W., et al. Promising Practices in Civic Education: NCSS, 1967. (PS, S)

Rostow, W. W. The Stages of Economic Growth. New York: Cambridge University Press, 1960. (E)

Shafter, Boyd C. "History, Not Art, Not Science, but History: Meanings and Uses of History," Pacific Historical Review, XXXIX, No. 2, May, 1960. (H)

Social Science Perspectives. Columbus, Ohio: Charles E. Merrill Books, Inc., 1966.

"Nature of Anthropology," Pelto, Pertti J. (A)
"Prologue to Economic Understanding," Marin, Rehard, S. and Reuben G. Miller. (E)
"Compass of Geography," Brock, Jan O. M. (G)
"The Study of History," Commager, Henry S. (H)
"Perspectives on Political Science," Sorauf, Frank J. (PS)
"The Study of Sociology," Rose, Caroline B. (S)

Methods and Approaches to Social Studies Instruction

There are many excellent 'standard' texts on social studies methods both at the elementary and secondary levels. The works listed below have an unusual number of fine and useful suggestions for teaching and evaluation.

Bloom, Benjamin S., Editor. Taxonomy of Educational Objectives: Vols. I and II. New York: David McKay Company, 1966.

Social Studies Reference Materials for Teachers (cont'd.)

Fair, Jean and Fannie R. Shaftel, Editors. Effective Thinking in the Social Studies. 37th Yearbook, National Council for the Social Studies, Washington, D. C., 1967.

Fenton, Edwin. Teaching the Social Studies in Secondary Schools: An Inductive Approach. New York: Rinehart and Winston, Inc., 1966.

Fraser, D. and E. West. Social Studies in Secondary Schools: Curriculum and Methods. New York: Ronald Press Co., 1961.

Gibson, John S. New Frontiers in the Social Studies: Vol. I Goals for Student Means for Teachers. Vol. 2 Action and Analysis. New York: Citation Press, 1967.

_____ Grade Teacher. "Providence Gives Pupils the Big Picture, L". Shinn, Jr., Ridgway F. October, 1966. 132--5.

_____ Grade Teacher. "Providence Program: A Teacher's Report," Oatman, Marie E. October, 1966. 138-9.

Jarolimak, John. Social Studies in Elementary Education. New York: Macmillan Company, 1965.

Joyce, Bruce R. Strategies for Elementary Social Studies Education. Chicago, Illinois: Science Research Associates, Inc., 1965.

Kenworthy, Leonard M. Guide to Social Studies Teaching. Belmont, California: Wadsworth Publishing Company, 1962.

Michaelis, John U., ed. Social Studies in Elementary Schools. 32nd Yearbook, National Council for the Social Studies, Washington, D. C.: NCSS, 1962.

_____ National Education Association. Focus on the Social Studies. Department of Elementary School Principals, 1965.

_____ New York State Education Department, Bueau of Secondary Curriculum Development. Teaching About World Regions. Albany, New York, 1963.

_____ Oregon State Department of Education. The Oregon Program--A Design for the Improvement of Education--Structure of Knowledge and the Nature of Inquiry. Minear, Leon P., Superintendent, 1965.

Preston, Ralph C. "Guiding the Social Studies Reading of High School Studies," Bulletin No. 34, NCSS, 1963.

_____ Teaching Social Studies in the Elementary School. Revised edition. New York: Holt, Rinehart and Winston, 1960.

Robison and Spodek. New Directions in Kindergarten. New York: Columbia University Press, 1966.

Wilhelms, Fred T., Editor. Evaluation as Feedback and Guide. ASCD Yearbook, Washington, D. C., 1967.